

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13WI4

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mr. Don Charpentier

Official School Name: Ridgeway Elementary School

School Mailing Address: 208 Jarvis St
Ridgeway, WI 53582-9658

County: Iowa State School Code Number*: 14280060

Telephone: (608) 924-3461 E-mail: dcharpentier@dsd.k12.wi.us

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Diane Messer Superintendent e-mail: dmesser@dsd.k12.wi.us

District Name: Dodgeville District Phone: (608) 935-5060

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Mark Woolley

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 2 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 12129

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	5	13
K	8	4	12
1	8	2	10
2	8	4	12
3	7	8	15
4	11	5	16
5	51	52	103
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			181

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
4 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 7%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2011	176
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 5%
Total number of ELL students in the school: 9
Number of non-English languages represented: 4
Specify non-English languages:

Spanish, Tagalog, Albanian, Afrikaans

9. Percent of students eligible for free/reduced-priced meals: 41%

Total number of students who qualify: 74

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%

Total number of students served: 23

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>5</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>0</u>
Total number	<u>23</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

15:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Ridgeway Elementary School is a small school with a big heart. It is the fabric of this tiny rural community of 653 residents. The staff of this school appreciates that notion wholeheartedly and accepts the responsibility of making this a lighthouse school whose mission is to serve as a catalyst for excellence, will ensure our children are caring, responsible, capable, self-assured world citizens, by creating a child-centered environment that is inclusive, integrated, individualized and inspiring.

We understand that a vast and interesting world exists outside of our walls. That is why we are proud of our Home and School organization and their continued support and perspective in funding opportunities to open up the world to our children. Traditionally, we have embarked on an all school play to the Overture Center for the Arts in Madison, Wisconsin. This interesting event is one in which the vast majority of our students would never otherwise get to witness. This not only expands our students' horizons, but we believe it opens the minds of family members as well.

The Home and School group sponsors many other meaningful events such as *Munchies with Mom* and *Desserts with Dad*. These two activities help build strong bridges between the child and the parent, and also with the school. We have a Lock-In that is attended by over 65% of the entire student population. Children want to be at school having fun and learning with their peers. Every year the Prairie Fire Theater group takes residence at Ridgeway. For a week, they work with students after school on a play. Then, over the weekend students display their newfound skills with their families and the greater community. Once again, we are trying to tap into children's affinities.

This family-friendly culture celebrates risk-taking and new initiatives, with an all-hands-on-deck approach. The Ridgeway Elementary community will succeed together. This past year, we were highlighted in the local paper for achieving the highest marks of any school in the area on the Wisconsin school report card. This was especially noteworthy as the state had significantly raised the benchmark cut scores earlier in the year.

Again this year, we were recognized by the state of Wisconsin for being an outstanding Green and Healthy School. This achievement was accomplished through diligent efforts at reducing paper consumption, recycling as much as possible, shutting off lights whenever a room is empty, installing energy efficient light bulbs, reusing supplies and materials, and a host of other areas. This recognition is a testament to both the staffs' and students' focus on the environment and on their world.

One of our goals is to create unique programs for children. This is why we seek and are grateful to have received grants from the Movin and Munchin Program and the Milk Marketing Board. These funds have helped us to offer exciting opportunities for students both during the day and after school like Woggin' Wednesdays and Fit and Fun Fridays.

We recognize that we are either moving forward or moving backward. There is no equilibrium - no middle ground. We must always be vigilant and aware of best practice strategies, current research, and the new curricula that are available. The staff at Ridgeway Elementary are active learners. Over the years, we have engaged in a plethora of book studies. These have included some of the following titles: *Whatever It Takes*, *Readicide*, *The Morning Meeting Book*, *Teaching the Brain to Read*, *Teaching With the Brain in Mind*, and others. We have piloted curricula and protocols such as the *Daily 5* and *Writing Connections*. We have implemented the Professional Learning Communities structure. We also actively promote technology and are fortunate to have created two complete computer labs. Additionally, we have SMART Boards in every classroom and actively use tablets throughout the buildings. It is essential to foster 21st century learners and thinkers.

As the 5th grade hub for the Dodgeville School District every family will eventually come through our doors. We welcome them, and take every opportunity to ensure that our 5th graders have an amazing experience. These students leave Ridgeway Elementary extremely well-prepared for middle school. We operate out of a team structure that really nurtures all children and helps in developing lessons and assessments that are rigorous and relevant.

We are honored by the opportunity to be a National Blue Ribbon School. We are a partnership of schools that believes in a child-centered environment; in rigorous and relevant expectations and high levels of learning for all our students. We are a professional learning community where student engaged and data analysis is expected. Safety is always a priority. And, where the involvement of all stakeholders is important and appreciated.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Ridgeway Elementary's commitment to continuous improvement is driven by a focused approach on analyzing assessment results. The Wisconsin Student Assessment System classifies students as 'advanced' if they demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems. To us, this sounds like critical thinkers and 21st century learners. Further, students are declared as 'proficient' if they demonstrate solid understanding of challenging subject matter and solve a wide variety of problems. Scores below 'proficient' or 'advanced' require an in-depth Response to Intervention process. We take the analysis of data seriously, and ardently push for all students to move forward.

This year, Wisconsin realigned their proficiency scores to the standards developed by the National Assessment of Educational Progress (NAEP). This will result in students previously at the 'advanced' level to now being 'proficient.' At Ridgeway, we have embraced this change because we believe it better estimates a student's learning on a national scale. We have used 'advanced' performance on WSAS to gauge gaps in performance. However, we also encourage students to compare their own scores over time, using additional benchmark assessments like Measures of Academic Progress (MAP), AIMSweb, and Phonological Awareness Literacy Screening (PALS). Finally, when considering overall improvement of our school, we have attempted not just to bring the most capable learners into the highest group, but to increase the overall percent of students who are either 'proficient' or 'advanced.' Our standards for success therefore include growth against one's own performance in formative assessments, 'advanced' skills on WSAS to consider learning gaps, and students who scored either 'proficient' or 'advanced.'

B. Ridgeway Elementary School has seen significant overall increases in academic performance over a five-year period. On average, the percent of students scoring 'proficient' or 'advanced' in reading and math has increased by almost 7 percentage points each year. The highest gains were 13 percentage points per year in 4th grade math scores and almost 10 percentage points per year in 3rd grade reading scores. Also exciting were the consistent gains in 4th grade math scores, gaining an average of 8 percentage points per year, with one year showing almost 30 percent gains. Fifth grade has consistently had high scores.

While our sample size is somewhat low, we believe that these positive trends accumulate to a significant conclusion about our practices: our students are more successful as we use more rigorous instructional approaches, paired with formative assessments to monitor growth.

Often, when specific schools show tremendous growth, others attempt to emulate and copy their procedures. What is Ridgeway doing that contributes to this improvement? There are a myriad of reasons why, we believe Ridgeway has shown continual improvement. Among the most critical of these areas, is a concerted focus on core instruction. Everything hinges on mind expanding instruction provided by talented and caring staff. We follow board approved curricula and teach it all with fidelity, and supplement to fill the gaps that may exist. We must make the learning relevant, rigorous, and differentiated for all students. We make sure that teachers have the resources they need, a schedule that emphasizes core instruction, and ample time to dig deeply in order to have students achieve mastery.

From scheduling, to our RtI process, to assessment analysis, to effective instruction - all of these factors contribute to the increasing performance trends over the years. Through these lenses, we have been able to identify a small number of salient achievement gaps. First, we have had so few students with disabilities in some grades that comparison becomes quite difficult. In those grades with disabled students, our gaps are often just over 10%. This is also the case for the one area in which students from low income families exhibit an achievement gap. And, in all cases, our approach to closing achievement

gaps is to provide more instructional time, smaller group sizes, tighter progress monitoring, and an increased level of formative assessments.

One key subgroup that we pay close attention to is the number of students who are low income. This is evidenced by the percentage of children who receive free and reduced lunch. On average, this group is about 42% of students or nearly half of our entire student population. Therefore, we do not really 'target' this group. Rather, we focus on all children. Then, we make sure that we have protocols, processes, and people willing and available to respond to ongoing student needs.

We are very excited by the trends and increases in student performance at Ridgeway Elementary. We know that there is no middle ground. We are either moving forward or moving backward. We choose to work hard, connect with children, engage the community, and to take a continuous improvement posture in all actions.

2. Using Assessment Results:

As we consider the use of data at Ridgeway Elementary School, we must reference our RtI model. In our current RtI model, the process begins with the collection of meaningful data and using a triangulation of data approach. In this model, we use Measures of Academic Progress (MAP) testing as well as AIMSweb testing as universal screeners to monitor student growth and progress. These universal screeners are administered three times per academic year. We do this in order to accurately gauge student growth and progress and to help us make meaningful adjustments to ensure student growth and learning. In addition to these tools, we utilize a variety of classroom data to provide meaningful depiction of students' ability to apply their skills in authentic applications. A separate consideration, but not as meaningful due to the timeframe of data collection, is the Wisconsin Knowledge and Concepts Exam.

At the beginning of every school year, teachers are provided time to review students' data, create data audits from this information, and begin to address any apparent needs at a Tier 1 level. If the data collected from classroom level interventions does not indicate that the student is making adequate gains, the grade level team discusses ideas for intervention implementation. If the student gains are still not apparent, a formal RtI meeting is requested and the RtI process begins. Our Response to Intervention decision making flowchart is a product of efforts by our Responsive Education for All Children Grant leadership team, as well as, our RtI leadership team. This flowchart addresses both the at-risk students who are functioning behind their academic peer group, and those students who are functioning ahead of their peer group. In addition to this important decision making framework, we have created a definitive model, *The Dodgeville Diamond*, to support teachers in a decision making process here at Ridgeway. The *Diamond* provides staff with meaningful guidelines to determine a students' level of need, based on data collected from our universal screening tools and classroom data, and complements the data we receive from the respective data collection mechanisms.

Further, we have implemented the Positive Behavioral Interventions and Supports (PBIS) model to create a universal framework for children's behavior. The school-wide behavior model is supported by our universal Steps to Respect and Second Step curriculums. We augment these pieces with community building aspects of *Morning Meetings* and *TRIBES* philosophies. These pieces, and the data we glean from them, help us create an caring and rigorous community of learners.. We believe that the sustainability of these approaches will help us maintain high achievement levels over time.

By looking at each student through a variety of lenses, both academically and behaviorally, we can continue to support our students' needs and ensure their academic success. Communication and data are the tools we use to ensure that all the decisions we make are meaningful and purposeful as we strive to create a supportive learning environment for all.

3. Sharing Lessons Learned:

Ridgeway Elementary School and other members of the district were invited to present at the Wisconsin State Response to Intervention Convention in March of 2011 because of our innovative approach to helping students. Known internally as the Dodgeville Diamond, our RtI approach identifies the academically needy, as well as those who need to be academically challenged. The Dodgeville Diamond groups students in five different color bands based on Measures of Academic Progress data, AIMSweb, data, and classroom data to get a more informed picture of each child.

During our presentation, we shared the research-based RtI model we created, what data we used to identify students, the process we used during our RtI meetings, how often we met, and how other staff and parents were involved in the process. We also shared how Ridgeway Elementary School staff works as a team to meet the academic and behavioral needs of our students. While Ridgeway may be a small school, success is bred due to the buy-in of all towards reaching each student.

Our target audience was administrators from other districts who had not yet implemented RtI and were looking for ways to begin the process. The audience also included teachers, school psychologists, and school guidance counselors. We tailored our presentation to the questions that were posed to us from our audience. This allowed for clarification of vision and thorough understanding about our RtI procedures.

As a result of our presentation, staff from other schools visited Ridgeway Elementary School in order to view our meetings, view the differentiation we provided for students, and witness the collaborative approach to solving student needs. Representatives inquired further about differentiation materials, resources, and staffing. We discussed the challenges we faced and our timeline for implementing the tiered process that we had developed.

4. Engaging Families and Communities:

At Ridgeway Elementary School the community is an integral part of our success. In our small town, the school is a fixture for the community. In order to promote student success, school improvement, and community togetherness, the community participates in a myriad of ways. Some of the ways they are involved include: Student Success Night, Prairie Fire Children's Theater, Early Learning Program, Fit and Fun Fridays, Veteran's programs, summer enrichment offerings, Careers on Wheels day, and the Drug Abuse Resistance Education, a program with messages from the Iowa County Police and the Drug Task Force. We believe that special schools focus on programming and reach out to the community in different ways.

Student Success Night is held in spring and gives us a chance to celebrate and show off what our students have worked on during the current year. Science projects and written work are on display. Videos and PowerPoint presentations are available for viewing, art creations are hung, music performances are heard and our community comes to affirm our students. At this event we focus on the strong academic achievements and gains our students have made during the year.

Our Veteran's program goes above and beyond in recognizing our community and school family members that have served our country. Each year, we honor all members of our students' families for current and past military service. This is our most encompassing and special concert of the year. On occasion, the American Legion presents our school with monetary gifts in recognition for our continued support, dedication, and commitment to our military.

As part of our Response to Intervention process, parents are invited to attend meetings about their children and to be a part of the decision-making process. This fosters parent engagement as well as accountability for their child's learning. Our school also offers Compass Learning Odyssey and FASTT Math academic software for parents to use at home with their children.

An annual highlight is the Prairie Fire Children's Theater. This group comes to work with our students for one week with the children performing a play for the community. It is an intense week, with fantastic results. Plays in the past have involved: *Robin Hood*, *Aladdin*, *A Mid-Summer Night's Dream*, and *Sleeping Beauty*. This opportunity gives our students a chance to shine in an artistic way and for families and the community to enjoy their talents.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

What makes any school amazing is instruction provided by great teachers. This is driven by a discerning use of curricula. In order to meet the model Wisconsin Academic Standards and the Common Core Standards, a host of curricula is utilized beginning at the pre-kindergarten level. Here, children gain exposure to language and literacy concepts and math and science understandings with a play-based focus. This early introduction gets children started on a learning path quickly and jump starts their entrance into kindergarten.

At kindergarten through second grade levels, our reading curriculum is a blended usage of Direct Instruction Reading Mastery, Imagine It, and the Daily 5 philosophy. We combine and balance phonemic based approaches with self-selected texts and conferencing to get at comprehension strategies. Third through fifth grade also has these literacy programs, but enhance these periodically with literature circles and guided reading. Our research has shown that too much of a direct instructional approach may leave gaps in student comprehension.

Our main math resource utilizes Everyday Mathematics. This program is effective in presenting for children a variety of strategies in which to solve problems and hit benchmarks. This area is supplemented with Daily 5 Math, Compass Learning Odyssey, and FASTT Math programs. We know that in most schools the achievement gap is often widest in the area of mathematics. For this reason, we carefully progress monitor Measures of Academic Progress data, AIMSweb data, and classroom assessment data to make sure that our rigorous standards are being met.

The backbones of our science program are from FOSS science, the Einstein Project, and collaborative lessons from a host of sources. These programs and lessons are tailored to provide children at all grade levels opportunities to delve deeper and further their understanding with hands-on approaches and investigative strategies.

The social studies path is really built upon using primary source material and lessons collected from collaborative sources and integrating them into the other curricular areas. A meaningful social studies knowledge and the reading of nonfiction texts are essential elements in establishing literate, deep thinking, 21st century learners.

Writing is woven throughout all of the curricular areas. Pieces are collected and assessed using various rubrics. Often, children share their pieces and work on their speaking skills. Writing is the paintbrush that allows children to create masterpieces, and ultimately, helps students reach all of our standards.

We emphasize a mind at a time approach. This ideal reminds us to offer students a wide array of visual and performing arts opportunities, health and physical education opportunities, engaging assemblies, and meaningful technology opportunities. Children have physical education every day. Orchestra is offered to 4th and 5th grade students. Technology standards and goals are created and meaningfully instructed.

In reality any curricula will falter without a genuine and concerted effort to passionately connect to and care for children. We know that before any high marks and standards can be achieved, we must first touch a heart, and then unleash a mind.

2. Reading/English:

Our reading curriculum is a compilation of approaches which are modified as we assess the reading needs of our students. Several years ago we found that the students' reading scores were not increasing to meet our rigorous reading goals. Our students were not displaying the phonemic skills and sight word vocabulary needed to become fluent readers. This deficit was showing in student assessments as well as classroom observations. As a result the district implemented the SRA Direct Instruction Reading Mastery series for all kindergarten and first grade students. We had an increasing population of ELL students who lacked the exposure to school vocabulary, so the SRA Language for Learning Program was added in the four year old kindergarten classes. At the same time, a basal-based program was purchased for kindergarten through 5th grades. This program had a phonetic approach, to help us provide a consistent structure across grade levels. We found that the students' reading skills improved as they became more proficient in word recognition, but they needed further instruction and practice to build comprehension skills.

In the search for a research based, balanced approach toward reading and a way to accommodate the use of deeper differentiation, the teachers at Ridgeway Elementary initiated a study group of the Daily Five approach and began implementing this framework. This structure allows more opportunity for students to read at their independent reading levels and participate in meaningful reading and writing activities. It allows the teacher to work with individuals and small flexible groups on diversified skills. The students have more opportunities to select books that are a "good fit" in their interest area. As a result, students spend more time reading and develop a love of reading.

Additionally, classroom libraries and the library media center provide a rich literature environment for every grade level. Our Home and School organization has provided books to supplement classroom libraries. The library media center collection includes books to appeal to every age of student with a wide array of highly recommended fiction and well-balanced, current nonfiction literature.

As we continually monitor our teaching of reading, we look for ways to help students make gains in their reading skills at all levels. We extensively analyze Measures of Academic Progress (MAP) data, AIMSweb data, and classroom assessment data. We are currently implementing an Intervention and Extension (IE) block at all levels. We are experimenting with flexible groupings, reading strategies, various classroom resources, and using support personnel. We are dedicated to continuous improvement and in helping our students become life-long readers.

3. Mathematics:

The mathematics curriculum at Ridgeway Elementary School incorporates a "spiral" approach. Utilizing our primary resource, Everyday Mathematics, students are introduced to concepts and skills during unit-specific instruction. Then, students review and apply their knowledge in subsequent lessons throughout the school year and from grade level to grade level. We believe this spiraling approach supports students' retention of skills by providing on-going daily practice.

The instructional methods used during mathematics lessons provide many opportunities for students to use problem solving skills and strategies to explain their thinking. Constructed responses require students to demonstrate the application of skills and to write about how they approached the problem and arrived at a solution. SMART Board teacher tools support the creation and use of interactive lessons.

Small groups of students often work together using various manipulative materials and games to gain hands-on experience in applying mathematics to real-world situations. For example, when learning place value concepts, students use base-10 pieces to represent values or to demonstrate their understanding of regrouping to solve addition and subtraction problems. Games such as "Multiplication Baseball" and "Number Top-It" invite students to utilize various mathematical strategies while reinforcing and developing secure skills. In addition, students take home practice activities based on daily lessons and newsletters provide parents with background information, essential vocabulary, and suggestions for supporting their child's on-going mathematics development outside of school.

Fact fluency is supported through FASTT Math, a web-based computer program which provides individualized daily ten minute practice lessons. Students self-monitor their progress toward mastery of each mathematical operation. Measures of Academic Progress (MAP) math testing is administered three times each year at Ridgeway Elementary. Based upon these results, individualized lessons to remediate, review, or extend mathematics skills are created for students through Compass Learning Odyssey. Students are required to complete Compass Learning Odyssey lessons to a standard of 80% or above during regularly scheduled classes. Free access to both the FASTT Math and Compass Learning Odyssey are available to families at home.

Certainly, a thorough foundational mathematical understanding is a requirement in this 21st century world. We understand the essence of blending meaningful practice with higher order thinking skills to create students with relevant and rigorous knowledge of mathematics at Ridgeway.

4. Additional Curriculum Area:

Our Physical Education program continually looks for ways to support the core curriculum areas and reinforce knowledge learned across the curriculum. Parts of the Health curriculum are taught in Physical Education classes through the integration of health concepts in games and with lessons from The Great Body Shop health education program. Community members from the University of Wisconsin Extension and the Iowa County Sheriffs' Department are relied on to help deliver lessons in nutrition and personal safety.

Physical Education classes at Ridgeway Elementary provide lessons that maximize participation and ensure that every child is provided with numerous opportunities for success while learning basic fitness and sport related skills. The curriculum puts special emphasis on experiences that teach cooperation by encouraging teamwork and that improve self-esteem, initiative, and creative thinking by facilitating dynamic social interaction. These values are instilled through motivating and challenging activities that have all students engaged and eager to come to class.

The Ridgeway staff is aware of the positive effects school-based physical education and physical activity has on academic performance. It is for this reason that it is a priority each year to schedule daily physical education class for our students as much as possible.

Staff has also been supportive of school wide initiatives and events that promote healthy eating and increased physical activity among students and their families. Programs like the Wisconsin Department of Public Instruction's Movin' and Munchin' Schools and the National Dairy Council's Fuel Up to Play 60, have awarded funding to Ridgeway on multiple occasions. This funding makes it possible to purchase supplies and student incentives for programming like Fit and Fun Fridays, Jammin' Minute, and Television/Screen Free Week.

The physical education teacher embraces the opportunity to collaborate across subject areas. For example, last year staff members from throughout the building worked with the 5th grade team and the physical education teacher to provide an integrated experience for all 5th grade students. The project combined a social studies unit on the Lewis and Clark Trail, a science unit on the solar system, and team building challenges from physical education. Students worked on writing skills through journals kept during the project. Pedometers were used to track distances covered. This joint venture took place on the Military Ridge Trail which runs through the Village of Ridgeway.

The success and growth displayed by our student here is a testament to Ridgeway's belief in a thoroughly comprehensive education. When one area is supported and assists other curricular areas - everyone wins!

5. Instructional Methods:

Within the confines of the regular education classroom, teachers implement a variety of best practice instructional methods to modify or supplement their instruction to ensure high levels of student achievement. Differentiation, math and reading centers, peer assisted learning, multimedia, games, discussion, scaffolded literacy, research projects, cooperative learning, guest speakers, hands-on learning, and technology are all used to meet the needs of the diverse learners.

Ridgeway Elementary firmly believes that every staff member is responsible for the learning of all the students; therefore, we take pride in providing instruction that ensures a high level of student learning and achievement. We provide best practice differentiated instruction to our various student groups including English Language Learners, Special Education students, Title One, Gifted and Talented, as well as, the rest of the students in our 4k through 5th grade population.

English Language Learners are supported by our ELL teacher through a full inclusion model. She teams and closely collaborates with teachers in the areas of reading and math. The ELL teacher meets with students each morning to ensure that they have completed their homework and are prepared for the day. During that time, she may also start building background knowledge through video or other media, and uses think-pair-share. She also offers homework assistance to those who may benefit.

Our special education team provides a full range of services from individual instruction through full inclusion. Various instructional methods are available including Direct Instruction, Orton-Gillingham, Reading Rods, graphic organizers, Dragon Dictation, and guided literature circles. Mathematical strategies that are used are Connecting Math Concepts, Touch Math, multi-sensory techniques, as well as, utilizing the latest technology with iPads and many corresponding applications that make various concepts come to life.

The Title One teacher and intervention staff help children with reading by providing small group instruction through guided reading and individualized strategies for any area of particular deficit. Intensive Phonics, Reader's Theater, Reading Recovery, Leveled Literacy Intervention, front-loading, and chunking are a few examples used to enhance student learning.

We are enthused by the recognition of our work and efforts, but are more proud of our students' accomplishments.

6. Professional Development:

One of the greatest attributes of Ridgeway Elementary School is the intense focus and ownership each staff member takes for the success of each student. This is clearly evidenced by the professional development approach that is taken and the leadership that is shared. The approach to professional development is split into two areas: school-based needs and district-based needs.

On the school side, we have two major teams that emphasize professional development: an RtI Team and a Positive Behavior Intervention and Supports (PBIS) Team.

The RtI Team looks at school-wide data from a myriad of sources including: the Wisconsin Knowledge and Concepts Exam, Measures of Academic Progress, AIMSweb, summative assessments, and teacher anecdotal feedback. This data is reviewed during common planning time, RtI meetings, staff meetings, and data delves. We also analyze best practice strategies, high yield strategies, technology shifts, and instructional approaches that will make the learning and lessons engaging and at a high level.

The PBIS Team looks at school wide behavioral data from behavioral referrals and other teacher feedback sources. This team also distributes and disseminates school wide climate surveys and individual team feedback surveys. This group helps to construct a culture that is focused on learning, high expectations, and positive student recognition.

We have a smaller team called RtI II or Problem Solving Team that meets regularly to discuss students of concern. As a group, data is analyzed in order to come up with a systematic plan for student academic or behavioral improvement.

Ridgeway Elementary has done an exemplary job of giving major initiatives the time, training, and planning they deserve in order to do them all extremely well. The great degree of professionalism displayed and the 'doing whatever it takes' for students philosophy permeates the building and increases the level of urgency in each committee or staff meeting. As the expectation for all staff to continually learn and grow has taken root - student achievement scores have climbed. Whether we are planning for the Common Core, analyzing formative assessments, creating common assessments, analyzing student academic or behavioral data - in all professional development situations we have a clear objective of deep, rigorous student learning and growth.

7. School Leadership:

Ridgeway Elementary's school leadership philosophy has a very definite distributive approach. All staff are expected to lead, collaborate, and take ownership for new initiatives, ideas, and student growth. All staff are expected to have an active role in team meetings and professional development. At the administrative level, the principal takes the idea of being an instructional leader quite seriously. This is evidenced by creating a schedule that is focused on deep core instruction and one that builds in time for intervention and extension opportunities for all students. Additionally, monetary resources are focused on purchasing curricula that extends or supplements all areas. Manipulatives and software have been purchased that allows for hands-on learning and 21st century skill development.

At Ridgeway, monthly agenda-driven staff meetings are held to communicate building level expectations, to highlight key events and meaningful instructional strategies and to celebrate. Staff participate in coordinated events such as socials, potlucks, secret Santa, Fit and Fun, and Professional Learning Community teams - these areas help to foster both professional and personal relationships throughout the building. Additionally, the school leadership has helped to create a schedule that requires both a community building piece and a time that emphasize topics such as: friendship, listening, bullying, and more. This has helped give Ridgeway a deeper identity and common language that can even be transferred to families.

Technology has been a major leadership emphasis over the last several years. Programming such as Compass Learning Odyssey, FASST Math, and Type to Learn have helped students academically. All staff have iPads and SMART Boards in their rooms. Many grade levels have purchased additional iPads for student use. These engaging devices and corresponding applications help learning come alive. With the inception of PBIS, we have created monthly All Star assemblies. These assemblies recognize students and whole classes that have achieved various goals. We recognize and nominate students for displaying 'Above the Line' behavior.

At Ridgeway, everyone is encouraged to share their knowledge and take risks. Often, the principal will ask someone to speak about a professional development opportunity that they have experienced or teach a skill to the entire staff. Leadership always works best when there exists a high level of trust and an eye towards creating a legacy.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: WSAS

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	76	67	71	67	27
Advanced	12	13	29	7	7
Number of students tested	17	15	21	15	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	8	8	5
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			2	2	1
4. Special Education Students					
Proficient and Advanced		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		2	1		3
5. English Language Learner Students					
Proficient and Advanced			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			2	4	1
6. N/A					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
No other subgroup in latest school year.					

13W14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: WSAS

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	47	60	43	27	27
Advanced	6	27	14	13	7
Number of students tested	17	15	21	15	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	8	8	5
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			2	2	1
4. Special Education Students					
Proficient and Advanced		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		2	1		3
5. English Language Learner Students					
Proficient and Advanced			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			2	4	1
6. N/A					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. There is no other subgroup in the latest school year.					

13W14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: WSAS

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	69	71	71	53	13
Advanced	19	14	0	18	0
Number of students tested	16	21	14	17	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	7	8	7	5
2. African American Students					
Proficient and Advanced	Masked				
Advanced	Masked				
Number of students tested	1				
3. Hispanic or Latino Students					
Proficient and Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	2	2	1
4. Special Education Students					
Proficient and Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	4	2		4	4
5. English Language Learner Students					
Proficient and Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	4	2	2
6. N/A					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
No other subgroup in current year					

13W14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: WSAS

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	50	57	29	35	20
Advanced	12	14	14	0	0
Number of students tested	16	21	14	17	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	6	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	7	8	7	5
2. African American Students					
Proficient and Advanced	Masked				
Advanced	Masked				
Number of students tested	1				
3. Hispanic or Latino Students					
Proficient and Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	2	2	1
4. Special Education Students					
Proficient and Advanced	Masked	Masked		Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	4	2		4	4
5. English Language Learner Students					
Proficient and Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	4	2	2
6. N/A					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
No other subgroup in latest school year.					

13W14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: WSAS

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	70	64	47	35	85
Advanced	19	21	6	0	31
Number of students tested	27	14	17	17	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	6	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	8	7	8	3
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	2	1	2
4. Special Education Students					
Proficient and Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	3		5	5	1
5. English Language Learner Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	2	2	2
6. N/A					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. No other subgroup in latest school year.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: WSAS

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	59	43	24	18	54
Advanced	11	7	0	6	15
Number of students tested	27	14	17	17	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	6	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	8	7	8	3
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	2	1	2
4. Special Education Students					
Proficient and Advanced	Masked		Masked	Masked	Masked
Advanced	Masked		Masked	Masked	Masked
Number of students tested	3		5	5	1
5. English Language Learner Students					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	2	2	2
6. N/A					
Proficient and Advanced					
Advanced					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
No other subgroup in the latest school year.					

13W14